

ABSTRACT

Rofika aminatus shoiha. Implementation Of Character Education Through Living Values Education At Sdn Tanamera 1 Saronggi

Keywords: Implementation, Character Education, LVE

The application of character education is very important, especially in the world of education from school age to elementary school, because students now need moral education that is able to convey abstract principles, good and bad images to overcome attitudes and behavior problems in education. Based on this, the aim of this research is to find out; (1) What is the process of implementing character education through living values education at SDN Tanamera I, (2) what are the supporting factors and inhibiting factors for implementing character education through living values education (LVE) at SDN Tanamerah I.

This research uses a qualitative approach with a qualitative descriptive research type, namely by describing data obtained from research in schools. The subjects in this research were the principal, teachers and students at SDN Tanamera I. Data collection techniques in this research used observation, interviews and documentation techniques. By using a triangulation approach from various sources, the correctness of the data can be proven. Qualitative descriptive analysis techniques which include data collection by data condensation, data presentation, and drawing conclusions.

The research results show that: first, the implementation of character education through living values education (LVE) is carried out through 1) learning activities, in learning the teacher must not only deliver the material, but must also develop character in students. 2) regular training. 3) spontaneous habits such as getting used to the 5S culture. 4) through extracurricular activities. And as for the second, namely the supporting and inhibiting factors for implementing character education through living values education (LVE) at SDN Tanamera 1. The supporting factors are: 1) the teachers at school, 2) routine habits carried out at school such as reading Yasin every Friday 'in the morning, praying before and after school and so on, 3) spontaneous habits, for example the 5S culture (smile, greet, salute, be polite and courteous. Meanwhile the inhibiting factors are: 1) environmental factors, 2) family factors, 3) disadvantages of incorporating existing practices at home.